

## Year R Medium Term Planning Autumn 2

Week	Topic	Curriculum Objective	Challenge
1	Measurement	<ul style="list-style-type: none"> <li>• Use and understand the language of length: long, short, longer, taller etc.</li> <li>• Use and understand the language of capacity: full, empty, half-full, etc.</li> <li>• Compare two lengths or heights using direct comparison</li> <li>• Compare the capacity of two containers using direct comparison</li> <li>• Compare two and then three lengths or heights to establish the order from longest to shortest</li> <li>• Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)</li> </ul>	<p>This week, children are exploring length and height, using the language associated with comparing and measuring. Children also begin to explore capacity using the terminology 'empty', 'half full' and 'full'. They compare the capacities of different containers and explore capacities through play.</p>
2	Number and place value	<ul style="list-style-type: none"> <li>• Match numerals to a set</li> <li>• Recite numbers to 20</li> <li>• Recognise numerals to 10</li> <li>• Write numerals to 10</li> <li>• Estimate a set of objects, sounds, actions or images up to 12</li> <li>• Say whether there are more or less than a given number in a set of up to 12 objects</li> <li>• Compare and order numbers to 10</li> <li>• Begin to recognise numerals to 20</li> </ul>	<p>This week is another week about counting. Children are chanting numbers to 20 and beginning to chant numbers to 100. They count ten items into a set, and are beginning to count up to 20 items into a set. Children reinforce matching spoken numbers and written numerals to appropriate quantities. They count accurately using one-to-one correspondence and understand conservation of number. They learn to write numbers to 10 and begin to compare and order numbers to 10.</p>

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3	<p>Geometry: properties of shapes; Measurement</p>	<ul style="list-style-type: none"> <li>• Begin to identify the properties of common 2D shapes</li> <li>• Recognise and name common 2D shapes</li> <li>• Recognise days of the week and say which day it is</li> <li>• Recite the days of the week in order</li> <li>• Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today</li> <li>• Recognise, understand and know the four seasons</li> <li>• Recognise key months (festivals, birthdays)</li> <li>• Begin to learn the months of the year and recite these in order</li> </ul>	<p>This week children will learn about 2D shapes, beginning to identify circles, triangles and rectangles including squares. They will begin to use appropriate language to describe simple 2D shapes. Children will also revise the days of the week and begin to learn the months of the year and the seasons, including key months when festivals and their birthdays occur.</p>
4	<p>Number and place value Measurement</p>	<ul style="list-style-type: none"> <li>• Count along a 1–10 number track</li> <li>• Recognise coins up to 10p</li> <li>• Begin to recognise 20p and 50p coins</li> <li>• Begin to recognise £1 and £2 coins</li> <li>• Begin to understand the value of different coins</li> <li>• Make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.)</li> <li>• Recognise and name coins</li> </ul>	<p>This week is all about money. Children begin to recognise that different coins have different values (they will buy more or less, are worth more or less). They then begin to match real coins to amounts of money, e.g. 10p is ten 1p coins, 20p is twenty 1p coins. They then start to use money in small amounts to buy things, starting to realise that they can pay a given amount using different combinations of coins.</p>

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5	Number and place value Mental addition and subtraction	<ul style="list-style-type: none"><li>• Match numerals to a set</li><li>• Order numbers along a 1–10 number track</li><li>• Write numerals to 10</li><li>• Compare and order numbers to 10</li><li>• Count on from any given number up to 10</li><li>• Count back from any given number up to 10</li><li>• Say the number one more than any number up to 10 using a number track as appropriate</li><li>• Say the number one less than any number up to 10 using a number track as appropriate</li><li>• Use the language of counting on and counting back, number before and number after</li></ul>	This week reinforces children’s knowledge of spoken numbers and matching written numerals up to 10. They order numbers, count on and back from a given number and write numerals 1 to 10. They can also say one more and one less than a given number and understand the corresponding addition and subtraction number sentences.
6	Assessment Week		